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ABSTRACT

This study discusses the general plan of action for the United States Office of Education's program for school-based right to read centers. The major goal of the program is to increase functional literacy so that most citizens will be able to function as productive adults. This study describes the basic assumptions and objectives of the program, as well as the types of programs, types of sites, eligible applicants, application procedures, and funding. The study also describes the various roles played in the program by the Office of Education, state education agencies, technical assistance teams, unit task forces, regional offices, and local district administrative heads. Fourteen aspects of the program are described: planning steps, planning recycle schema chart, performance criteria, prior commitment, impact center concept, program content, diagnostic-prescriptive approach, dissemination of information, staff development, evaluation, parent participation, private sector, cost effectiveness, and review and monitoring. (Author/DI)

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THE RIGHT TO READ

GENERAL PLAN OF ACTION FOR SCHOOL BASED

RIGHT TO READ CENTERS

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CS600457

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE/Office of Education

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THE NATIONAL RIGHT TO READ EFFORT

1. General Statement of Goals and Objectives

ooo The National Right To Read Effort is a coordinated endeavor involving all segments of society, public and private, professional and non-professional, to ensure that in the next decade no American shall be denied a full and productive life because of an inability to read effectively. The major goal of the Right To Read Effort is to increase functional literacy so that by 1980, ninety-nine percent of the people in the United States 16 years old, and ninety percent of the people over 16, will possess and use the reading competencies which an individual must have to function effectively as an adult. Functional literacy is defined as the ability to read to the end that the individual is able to function productively as an adult and thereby increase the benefits to be derived from this society. Implied in this definition is the recognition that to function productively may require the ability to perform certain general tasks and certain specific tasks which will allow an individual to take advantage of options that should be available and to create new options for himself.

ooo The Right To Read Effort is a program designed to inform the public that there is a nationwide reading problem; to determine what changes are required to accomplish the goal; to assist those who need to change to do so; to identify existing resources, public and private, which can be brought to bear on the problem; to make additional resources available; and finally to demonstrate, through the establishment of reading programs, effective techniques for the elimination of reading deficiencies and, therefore, increase reading competencies.

ooo The Right To Read Effort is not a single reading program or a single reading method which is to be endorsed for the teaching of all, rather, it is a team effort requiring the marshalling of all available resources to meet the stated objectives. It does not remove authority or responsibility for overcoming reading handicaps from the State and local governments and the citizens of the community where the responsibility for education properly rests in this country.

ooo This General Plan of Action, prepared by the United States Office of Education, is intended to assist in the planning, operation and evaluation of Right To Read programs to achieve effectively the goals and objectives of the Right To Read Effort. The overall design, direction, operation, and administration of the Right To Read Program is the responsibility of the Office of Education.

ooo The focus of the Right To Read Program for Fiscal Year 1972 is:

- To identify and coordinate the activities of those federally, non-federally supported reading programs that demonstrate effective alternatives for meeting the national commitment.

- To initiate pilot program efforts that will enable schools and communities to meet the special needs of our diverse society.

- To provide technical assistance for the development of a sustained Right To Read Program and support service capability.

ooo These emphases will also recognize existing exemplary reading programs as a part of the National Right To Read Program.

2. Basic Assumptions of the Right To Read Effort

ooo All individuals in a democratic society must have the opportunity to become functionally literate. The task of teaching individuals to read is a shared social responsibility.

ooo Each individual is a unique person, has his own rate of growth, and is affected by socio-cultural determinates. Educational institutions have the prime responsibility for producing functionally literate individuals, but all institutions share in this responsibility.

ooo Since reading is an integral aspect of learning, reading instruction must be a continuous process. Given an effective, individualized program, based upon multiple approaches in method, adults and children can learn to read.

ooo At all levels of learning, each teacher must recognize the role of reading in his field and provide needed assistance.

3. Types of Right To Read Programs

General Description

ooo Right To Read as an operational program will be initiated in September, 1971. The target group is the underachieving student or functionally illiterate adult.

ooo Through the establishment of Right To Read Centers, reading programs will be designed to demonstrate effective procedures for eliminating functional illiteracy in a diverse population. Such procedures will include, but will not be limited to, effective programs and practices for specific target populations, and specific administrative and organizational structures. Personnel will be trained to implement such programs, practices, and administrative and organizational structures in their respective districts or schools.

ooo Right To Read Centers will be selected in a manner to provide a geographical spread, and to assure the involvement of various

population groups, preschool through adults.

ooo Several types of Right To Read Centers will be established and funded in school-based situations, colleges and communities. The following Plan of Action applies only to school-based programs. Through a variety of reading activities, the Right To Read Office will work with State and local agencies responsible for reading and reading related activities.

ooo The organizational pattern of Right To Read will vary to meet local, State, and regional needs. Centers of Right To Read Programs should consider the following:

- geographic: The reading needs of the population residing in urban areas; to include the central city, rural areas, and metropolitan/suburban areas.

- population: The diversity of population to include the monolingual, bilingual and bicultural.

- age groups: The various age groups, preschool through adult.

Right To Read District

ooo A Right To Read District will involve all staff and students in a school district.

ooo Within a Right To Read District, Right To Read schools may be formed to meet the varying demands of an effective reading program.

Right To Read School

ooo A Right To Read School will involve all staff and students in a particular school or administrative unit.

ooo Within the Right To Read school, Right To Read classrooms or units may be formed to meet the varying demands of an effective reading program.

4. Types of Right To Read Sites

ooo Right To Read Centers will be located on the following defined sites:

- Transition Sites: Schools without substantial Federal funds earmarked for reading improvement who demonstrate a willingness to make the transition from existing ineffective reading programs to effective reading programs. Such schools must contain the largest number of pupils in K-12 who fall in the lowest quartile in reading.

- Redirection Sites: Schools with substantial Federal funds earmarked for reading improvement who demonstrate a willingness to make the transition from existing ineffective read-

ing programs to effective reading programs. Such schools must contain the largest number of pupils in K-12 who fall in the lowest quartile in reading.

- Expansion Sites: Schools in which promising practices are occuring and Right To Read would expand such practices into exemplary programs. Such schools must contain a substantial number of students achieving the second and third quartile in reading, and must have modified the basic reading program.

- Impact Sites: Exemplary programs which can serve as demonstration projects in areas such as teacher training, diagnostic/prescriptive approach, individualizing instruction, classroom organization and management and others.

ooo The goal of each site is to intervene in reading difficulties in order to eliminate them. Each Right To Read Center will eventually become an exemplary program worthy of demonstration and replication.

5. Eligible Applicants for FY 1972

ooo Any public or non-public school or school district officially recognized by the State Department of Instruction is an eligible applicant.

6. Application Procedures

ooo The Right To Read program will be initiated as an operational program in September, 1971. Right To Read Centers will be established in selected schools and communities as part of a program of demonstration and redirection.

ooo The Right To Read plan calls for a departure from the usual proposal writing process.

ooo The Office of Education will solicit from each Chief State School Officer nomination for the placement of Right To Read Programs in his State. Each school or school district nominated will meet certain specified criteria.

ooo Upon receipt of the nominations from the Chief State School Officers, the Office of Education will select those sites in each State which submitted nominations for the establishment of Right To Read programs.

ooo Once the sites are selected, the Office of Education will propose to those school districts that they enter into a participative program through a letter of commitment to the Right To Read Program and to the Plan of Action.

ooo After interest, commitment, and intent are expressed by the LEA's, the Office of Education, with the assistance from SEA's and other

agencies, will engage in a planning phase.

7. Funding

ooo Planning grants will be made for the purpose of identifying the reading needs of the target population, providing inservice training for personnel, and developing the total reading program as outlined in the Plan of Action. Planning grants will be limited to no more than 120 days.

ooo Operational grants will be for the purpose of implementing a planned Right To Read program.

ooo Right To Read Centers will be funded on a longitudinal basis. That is, funds will be provided to continue the Center program beyond the initial year. The U.S. Office of Education is attempting to develop effective reading programs for all segments of the society, which will serve as change agents to achieve the overall goal of the national Right To Read Program.

ooo Right To Read funds will supplement local and State funds, not supplant financial resources available to a school or district. Right To Read funds will also:

- Provide additional personnel, both professional and paraprofessional, required to implement a diagnostic-prescriptive approach.

- Provide for staff development and training programs and activities.

- Provide a limited amount of relevant materials and equipment.

ooo Records of Right To Read income and expenditures will be kept separately from other fiscal transactions and records of a school district.

ooo Right To Read programs will not necessarily be included in the annual budget of school districts.

ooo Schools and school districts will utilize Right To Read funds simultaneously with funds from other sources, including other Federal sources, to provide joint financial support for a Right To Read Program.

GENERAL PLAN OF ACTION FOR THE NATIONAL RIGHT TO READ EFFORT

ooo The General Plan of Action for the National Right To Read Effort is based upon the premise that the Office of Education will maximize the potential of reading programs by creating a network of schools and community-based programs that will be truly "lighthouses"

in fomenting development and change in reading programs and activities, with the goal of eradicating by 1980 reading disabilities and promoting functional literacy for all people in the United States.

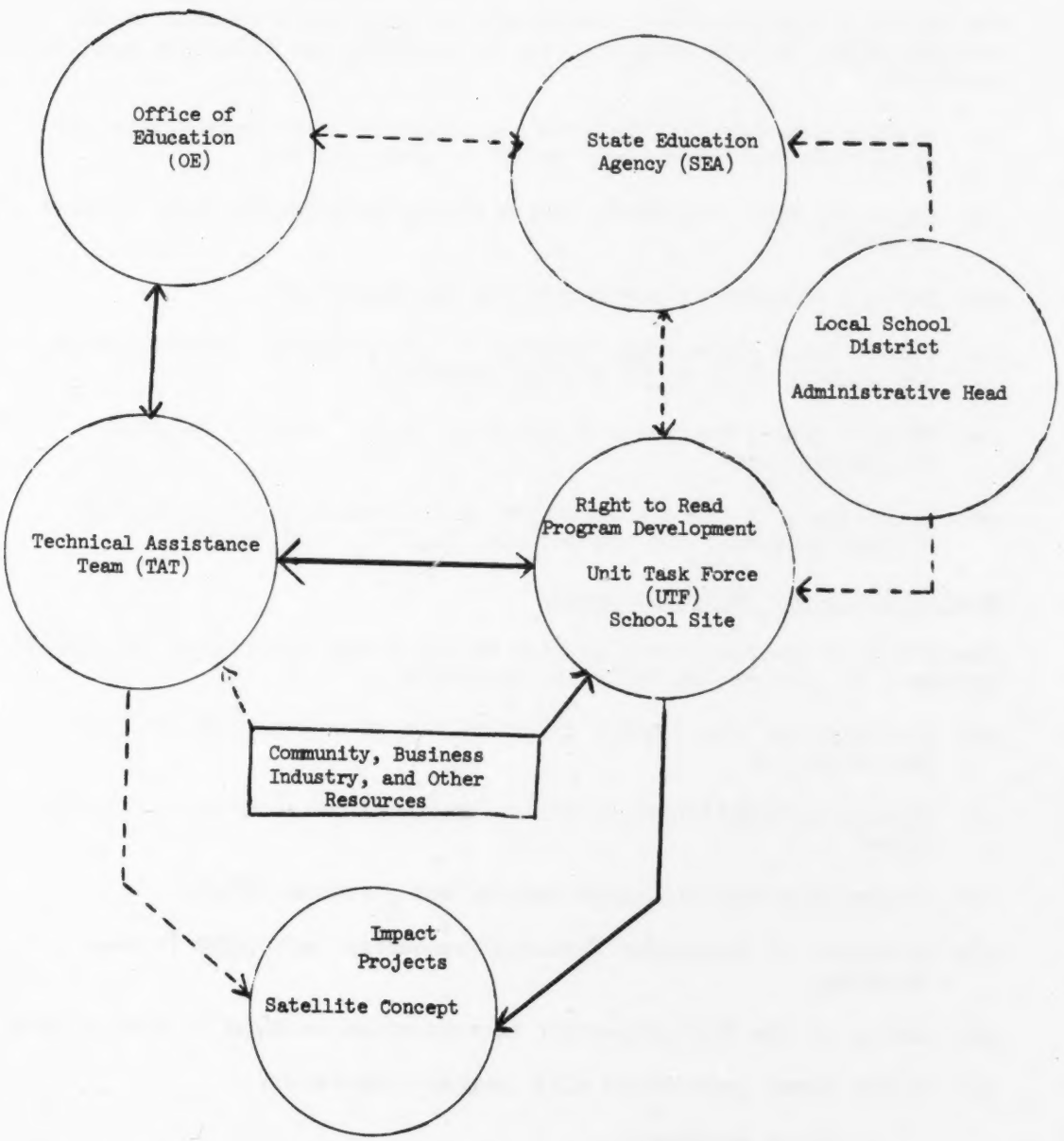
ooo A unique feature of the plan is that through the nominations made by State education agencies, the Office of Education will propose to school districts that they enter into a participative program for developing and enhancing reading improvement. The Office of Education accountability will rest on the creation of Technical Assistance Teams to extend its Right to Read staff. These teams will assist the local school in planning, implementation, and internal evaluation phases.

ooo The Office of Education will retain the option to flash the GO--NO-GO--or Recycle signal at the end of an initial planning phase or at appropriate check points along the planning cycle.

ooo This plan is a dramatic thrust in that the Office of Education is the proposer to the districts and agencies. The Office of Education proposal outlines the basic framework for operation, but leaves the district responsible for developing a spirited attack on reading problems appropriate for that school and will provide technical assistance with SEA's to the school staff.

ooo Improvement of all reading is the goal, and change from outmoded or lagging programs can be accomplished in these "lighthouse" examples.

1. DESCRIPTION OF GENERAL PLAN AND ROLE AND RELATIONSHIP CHART FOR THE RIGHT TO READ PROGRAM



2. Description of Role and Relationship Chart in the General Plan of Action

Role of the Office of Education (OE)

The Office of Education will coordinate all activities related to the National Right To Read programs, and will perform the following specific functions:

ooo Develop a master plan to establish long- and short-range goals and procedures for the National Right To Read program.

ooo Organize, plan, implement, and evaluate the National Right to Read program.

ooo Develop alternative strategies for implementation.

ooo Assist State educational agencies in the planning, implementation, and evaluation of Right To Read programs.

ooo Provide continuous liaison, training, and control of Technical Assistance Teams.

ooo Participate in the dissemination of information related to Right To Read programs, and the National Right To Read Program.

Role of the State Education Agency

The Office of Education will propose to SEA's that they enter into OE/SEA agreement to perform the following functions:

ooo Nominate the local school districts for potential Right To Read participation.

ooo Provide information on promising practices now existing within the State.

ooo Participate with TAT where specialized personnel exist.

ooo Redirect or supplement financial resources into Right To Read programs.

ooo Assist in the self-evaluation accreditation in Right To Read Schools

ooo Assist local Task Forces with program formulation

- Needs Assessment
- Program Planning
- Implementation
- Evaluation

ooo Provide planning support in staff development for Right To Read

ooo Utilize Right To Read criteria for State reading programs

ooo Provide liaison linkage from local units to OE.

ooo Disseminate information statewide on Right To Read

ooo Utilize Right To Read standards, criteria and Plan of Action in federal formula programs

ooo Monitor federally funded local Right To Read programs

Role of Technical Assistance Teams (In cooperation with SEA's)

Technical Assistance Teams will be organized to perform the functions as indicated below. Each team will be composed of specialists and generalists in the field of reading and language development. The U.S. Office of Education will organize TAT's in a manner to assure efficient and orderly assistance to selected Right to Read schools and districts as required. Technical Assistance Teams will perform the following functions:

ooo Carry out orientation activities for local Unit Task Forces

ooo Assist local Task Forces and SEA's with program development.

- Needs assessment
- Program planning
- Implementation
- Evaluation

ooo Assist in the planning of staff development programs and activities for Right to Read.

ooo Assist LEA's in providing liaison linkage from local units to the Office of Education.

ooo Participate with SEA's in the dissemination of information of the goals, development, and progress of the Right To Read Program.

Unit Task Force (School Site)

Each selected Right To Read school or school district will establish a Task Force to perform the functions as outlined below. The Unit Task Force, within each Right To Read school, will be the principal organizing, planning, and managing group for the schools program. Each Task Force will include as a participating member:

- Central office administrative staff member at assistant superintendent level or the equivalent.
- The principal or head administrator of the selected school or district.
- Two participating Right To Read teachers from the selected school or district.
- Two parents of participating Right To Read students.

The Unit Task Force will perform the following functions:

ooo Organize the local district component for the Right To Read Program.

ooo Plan the needs assessment for Right To Read.

ooo Plan strategy for carrying out the diagnosis of reading needs in selected classrooms.

ooo Provide a prescriptive development plan for each student in selected classrooms.

ooo Carry out evaluation proceedings for assessing student progress.

ooo Plan program recycling efforts based on program progress.

ooo Provide liaison linkage with the TAT, and through the TAT to OE.

ooo Provide linkage with the community.

ooo Approve the program design for implementation.

ooo Disseminate program information and progress to other district schools.

Role of Regional Offices

The Office of Education will propose to Regional Offices that they enter into OE/RO agreement to perform the following functions:

ooo Convene regional Right To Read workshops, conferences, etc.

ooo Monitor State Right To Read activities.

ooo Provide feedback to OE on promising reading practices in the region.

ooo Disseminate information on Right To Read Programs in the region.

ooo Report Right To Read activities to OE.

Role of Local School District Administrative Head

The local school district administrative head is perceived of as the major catalytic agent in the school plant. He sets the educational tone, provides the leadership, and manages the staff. A variety of techniques will be employed to aid the administrative head in becoming or maintaining a viable, change-agent position. Effective implementation of the functions indicated below will enable the administrative head to facilitate change in program, staff, and community.

ooo Establish policies to facilitate the Right To Read Program.

ooo Carry out orientation of total school staff on the Right To Read goals and objectives.

ooo Provide linkage and coordination with the district office.

ooo Participate actively as a member of the local program planning team.

ooo Function as the educational leader and manager in the local school.

ooo Serve as the contact with SEA and OE.

ooo Participate actively in staff development activities as a team member.

ooo Participate in the dissemination of information regarding the Right To Read Program.

ooo Perform periodic review of local Right To Read Program and program objectives.

ooo Develop strategies for making maximum use of other federal, State, local and private funds and human resources.

3. Planning Phase

ooo Probably the single most critical function to be performed by planners of a Right To Read program is the determination of the priority of educational needs. Planners will consider the availability of specific educational and cultural resources to meet these needs.

ooo Important resources may be outside of the existing educational system; therefore, involvement of the community to include business, industry institutions of higher education, and community agencies is essential. (Planning will not exceed 120 days and may include inservice training for Right To Read personnel.)

ooo The Unit Task Force at each Right To Read School will be responsible for planning the Right To Read program for that school. Technical

assistance will be provided by the Office of Education through the Technical Assistance Teams (TAT). Check points will be established and functions between check points described to assure effective planning. TAT will evaluate and assess planning at each check point and make appropriate recommendations. (See Planning Recycle Schema, pg. 13)

Planning Steps

ooo Select administrative unit to be served.

ooo Identify, analyze, and rank special needs within the unit.

- Diagnose specific needs of individual students.
- Describe objectives in behavioral terms as they relate to student needs.
- Describe specific staff and program needs.
- Determine activities to meet stated objectives.

ooo Develop evaluation procedures to measure specific objectives.

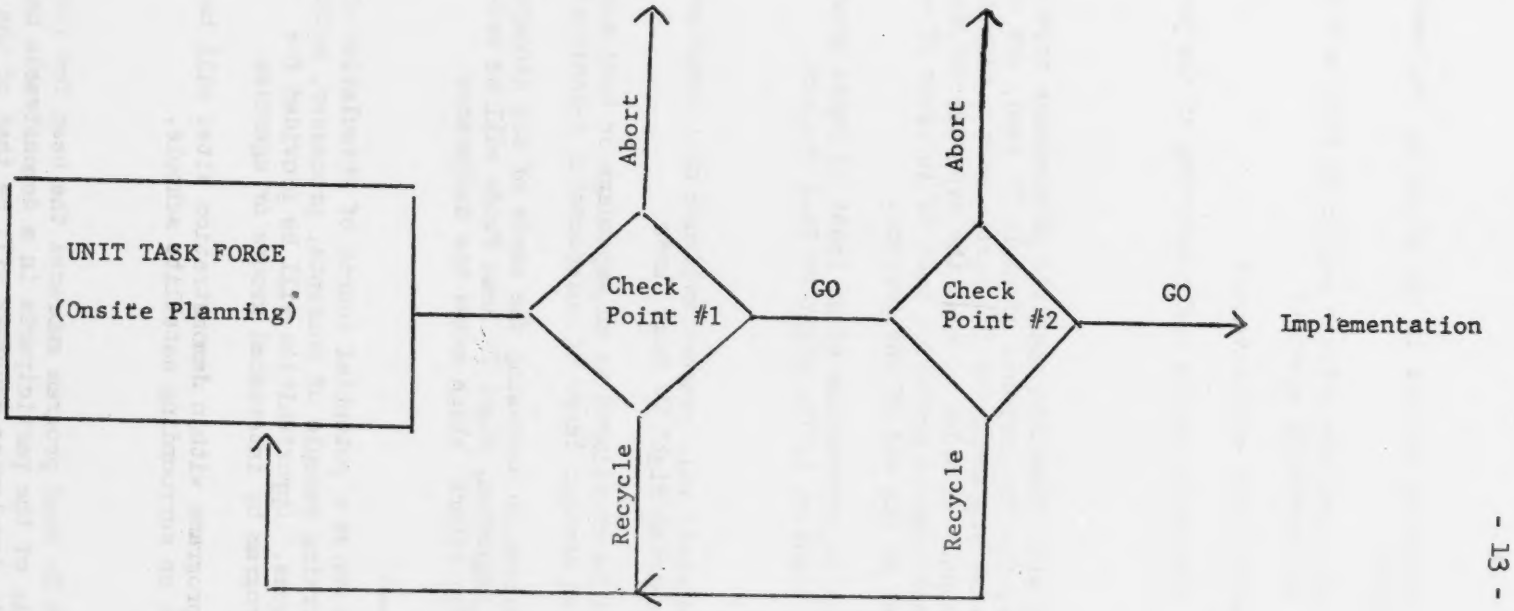
ooo Provide for reports and dissemination of information.

ooo Describe target population.

ooo Included in the Office of Education's Right To Read proposal to selected schools and school districts will be an agreement with and a commitment to the following program elements:

- A description of the performance criteria
- An indication of prior commitment to change
- Provisions for the impact center concept
- Program content which includes, where feasible, coordination of library and media services
- The diagnostic-prescriptive approach
- Provisions for dissemination of information
- Provisions for intensive and continuous staff development which includes the administrative staff
- Provisions for serving the same students for a minimum of three years.
- A description of evaluation procedures

PLANNING RECYCLE SCHEMA



Check Point #1

Preliminary Plans evaluated

Check Point #2

Final Plans evaluated

- Provisions for involving parents in the planning, implementation and evaluation

- Provisions for involving the private sector to include business, industry and community agencies

- Provisions to assure cost effectiveness

- Provisions for continuous review and monitoring of the program

Performance Criteria

ooo The school or district will formulate specific performance objectives. Performance objectives, for the purposes of Right To Read, are considered to be descriptive statements of the participant's behavior on a specified instrument. In order to meet the expected outcomes of this program, one performance criterion must be in terms of a given performance level at the end of the project.

ooo Objectives will reflect an expectation of at least $1\frac{1}{2}$ years growth for each year of participation in the Right To Read Program.

Prior Commitment

ooo Schools and school districts will present evidence of a commitment to change prior to receiving Right To Read funds.

ooo Right To Read will not be considered as an appendage or band-aid approach to be added as another layer of unsuccessful techniques.

ooo The staff will be involved in assessing the needs of the students. Once this process is completed, Right To Read funds will be considered for that "extra effort" which makes the difference.

Impact Center Concept

ooo Each program is to be seen as a potential source of stimulation of ideas as well as a working example of concepts, processes, methodologies, and techniques. Opportunities will be provided for observation of the program by interested groups or agencies.

ooo It is expected that programs within demonstration sites will have a demonstrable impact on surrounding satellite schools.

Program Content

ooo The goal of the Right To Read program embraces the need for increasing the reading skills of the participants in a demonstrable manner. The sole limitation in developing programs will be that of the creative talents of the program planners.

ooo The particular method or approach for reaching the goal will be based upon the needs of the participants as determined by assessment and diagnostic procedures.

ooo Each program will consider the feasibility of replication in terms of cost.

ooo Each program will clearly illustrate how the program objectives relate to the evaluation design with budgeted expenditures for each element or component.

ooo Each program will be designed to utilize the important services provided by libraries and the media.

Diagnostic-Prescriptive Approach

ooo In designing an effective reading program, the applicant will identify the reading strengths and weaknesses of the actual individuals who are participating in the project.

ooo Standardized diagnostic instruments or locally designed instruments will be used.

ooo After diagnosis of individual participants, planning for capitalizing on strengths and overcoming weaknesses is essential.

Dissemination of Information

ooo Right To Read programs will develop methods for communicating program information to the widest possible audience.

ooo Factors to consider will include:

- Types of information materials to be disseminated.
- To whom information will be disseminated.
- Methods for dissemination.

Staff Development

ooo There is widespread agreement that staff development, or inservice education, is an essential element in an effective program. In view of this, staff development and training programs will be an integral, intensive, and continuous part of all Right To Read programs for all involvement staff, professional, and paraprofessional.

ooo Such programs will be planned as a series of ongoing experiences rather than as a single, one-time activity.

ooo Evaluations have repeatedly shown that conferences and workshops with a series of speakers, no matter how well prepared, have proved to be least helpful. Therefore, staff development and training programs will emphasize "doing" on the part of the participants, rather than "listening."

ooo Staff development and training programs will be planned in cooperation with institutions of higher education, industry, business, community and other agencies.

ooo In planning the staff development and training program, four steps will be taken:

- Specific and concise objectives will be developed. These objectives will not only be quantifiable, but attainable

and will be stated in comprehensible language. The objectives will be developed by the program implementers.

- Priorities for the content of the program will be determined by the program implementers.

- Appropriate methods to be used in meeting the objectives will be determined.

- Resources needed to implement the program will be identified.

ooo Staff development and training is a ritual part of the staff's role and will, therefore, be scheduled at a time and place that is conducive to maximum learning and participation. It will not be relegated to after school hours, weekends or exclusively to summer institutes.

ooo Staff development and training programs will be mandatory, rather than voluntary, for all Right To Read personnel, including the administrative head, who come in contact with program participants.

ooo Since total reading programs are based upon the longitudinal development, Right To Read programs will be planned so that the same students will be served for a minimum of three years.

ooo Plans will provide for services to individual participants on a continuous basis until it is satisfactorily determined that the participants are functioning at a level equal to their grade placement and possibilities of skill retention in subsequent years is good. Then strategies will be developed to transfer the program to the school ranked next in order of need on a cost sharing basis.

Evaluation

ooo Evaluation is a key concept and an essential operation in any educational program. A comprehensive evaluation system and techniques to provide a continuous assessment of activities are necessary to provide program accountability.

ooo The techniques used in evaluating Right To Read programs will be determined by the objectives of the program. The evaluation strategy, therefore, will be planned and coordinated with the overall program planning. The use of several kinds of evaluation techniques will be considered.

ooo Evaluation techniques that are objective and systematic in collecting and reporting data will be developed. A process evaluation at appropriate intervals will provide timely evaluation data prior to preparation and submission of a final report.

ooo The evaluation report will summarize data and information in a form which will allow the U.S. Office of Education to verify, summarize, and analyze local programs.

ooo The format for reporting the evaluation data will be provided by the U.S. Office of Education, and will include, but will not limit to the following:

- A description of evaluation design technique(s) used.
- Pertinent dates, to include the beginning and ending dates for the evaluation data.
- Both process and product evaluations.

ooo Recognizing that standardized tests are commonly employed as one means of measuring academic growth, use of these tests for evaluation purposes at appropriate intervals is anticipated. Reading gains utilizing these tests (pre and post) will reflect an expectation level of one and one-half years means gain for each year of participation in the Right To Read Program. Use of standardized tests which employ other criteria than grade-level achievement will reflect a similar level of progress.

Parent Participation

ooo A basic tenet of the Right To Read program is that parents have both the right and the responsibility to share in determining the nature of their children's education. Accordingly, parents will be given opportunities to take an active role in all aspects of Right To Read.

ooo Provisions will be made to provide at least four kinds of parent participation opportunities

- Participation in the process of making decisions about the nature and operation of the program;
- Participation in the classroom and school as paid employees, volunteers, or observers;
- Provisions for regular home contact by Right To Read staff;
- Participation in parent educational and community activities which parents have helped develop.

Private Sector

ooo Right To Read programs will utilize the resources available within the private sector in planning, implementing and evaluating procedures. The private sector will include, but will not be limited

to, business, industry, community and civic organizations, private and professional organizations.

Cost Effectiveness

ooo Provisions for maintaining Right To Read programs at a cost effective level will be built into each program.

ooo To assure cost effectiveness, the cost per participant will not be prohibitive in terms of replication by other schools or districts.

ooo The cost per participant will not exceed one-half of the district's ADA expenditures.

Review and Monitoring

ooo Provisions for continuous review and monitoring of Right To Read programs will be an integral part of the program design.

ooo Monitor and review procedures will permit the feedback necessary to initiate program changes, and assure the achievement of stated objectives.

4. Impact and Satellite Schools

ooo Included in the impact concept of the Right To Read Center is the impact on satellite schools. Eventually the operation, redirection, transition, and expansion programs all are expected to become impact centers. Rate of progression for influencing other schools includes:

Second year - Target area schools

Third year - Attendance area

Fourth year - Sub-system within district

Fifth year - District wide

Sixth year - Cross district line

ooo In the second year's proposal, definitive strategies for influencing specified satellites will be included. Such plans will include but will not be limited to structure and content for:

- training teachers and aides
- individualizing instruction
- ongoing evaluation
- modification of instruction
- relevant curricula material

5. Needs Assessment

ooo A comprehensive needs assessment will be an integral part of each Right To Read program. The needs assessment will focus upon "what is" in relation to "where you want to go." Assessment procedure items will be samples of the specific behaviors stated in the objectives.

ooo The comprehensive needs assessment will include process as well as performance.

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